

State Worksheet for a CNE National Report

Report Year: Oct. 1, 2001 to Sept. 30, 2002

This worksheet will allow you to compile information about your state to submit for a national report. You may copy and paste information from other electronic sources into this document. Information submitted by each state will be combined into national and regional reports, therefore the statements from each state need to be succinct.

Submission Process

This report should be completed and sent via email attachment to Becky Anderson, secretary to Helen Chipman, National Coordinator, FSNEP, CSREES/USDA.

Due date: April 15, 2003

Please **email** this document to Sarita Hartmann at: sarita_hartmann@sdstate.edu

Please **call** to confirm receipt: 605-688-4944

Reports for the regions and nation will be available contingent upon arrangements with the contractor.

We'd appreciate feedback on the length of time it takes to prepare this report. Please provide a time estimate and any other comments you would like to add on the process of completing the report:

Time to complete report:	Comments:

State Information

State Program Information	Submitter Contact Information
State: Program Name: Coordinator: Institution:	Name: Address: Email: Phone:

Program Situation Statement

Your program's situation statement describes not only the conditions that give rise to the need for nutrition education, but also the priority areas of emphasis. From the national perspective, we're most interested in the following information:

- A description of your state's Food Stamp population
- Brief statements that explain each core element's issues of greatest concern
- List of your state's objectives for fiscal year 2002 (October 1, 2001 – September 30, 2002)

Describe your state's food stamp population (200 – 250 words).

Describe issues of concern:

- **Dietary Quality (200 – 250 words)**
- **Food Security (200 – 250 words)**
- **Food Safety (200 – 250 words)**
- **Shopping Behavior/Food Resource Management (200 – 250 words)**

List State Objectives:

Program Inputs

Inputs are the resources that go into a particular effort.

Financial Resources

Financial resources are **budgeted** dollars that supported FSNE during Fiscal Year 2002. They include:

- The approved budgeted amount of Food and Nutrition Service funds in support of your state's program.
- The approved budgeted amount of Matching funds in support of your state's program.

Please note the word "budgeted." We are not asking states to provide actual expenditures of FNS and Matched funds.

FSNEP Contract -

Enter budgeted dollar amounts for FY2002:

FNS Funds	Matching Funds		Total
	State	Local/Other	

Comments or clarification:

Planning Processes

Planning processes are the methods and statements you use to design your program. Enter a brief statement describing your state's planning process. Some describe these processes as program planning. Others describe this planning as a core component of social marketing.

Materials

Materials are tangible resources that are intended for use with the food stamp population. They may be specific curricula, various educational media such as videotapes, or social marketing campaigns.

Curriculum: List the names of any curriculum used on a statewide basis. Use the check boxes to identify resources that were newly developed this year, and those that have been submitted to the National Agricultural Library web site.

Name of Curriculum	Check if new	Check if in NAL

Educational Media: Describe any statewide educational media materials that were utilized this year. If these resources are available for others to use, provide information on how they might be obtained.

Social Marketing Campaign: Describe any broad based social marketing campaign efforts that took place this year. If campaign materials are available for others to use, provide information on how they might be obtained.

People:

People are the program staff who provide expertise along with other individuals who strengthen your program through accountability and intra-institutional relationships.

Expertise: Briefly describe the expertise of your staff.

Accountability: Describe the accountability relationships with state and local elected and appointed officials. For example: periodic reporting to local officials.

Intra-Institutional Relationships:

Describe the collaboration that occurred with your state Food Stamp agency and other state agencies that administer FNS and other USDA programs.

Describe memberships in any statewide networks, coalitions and/or consortia and their relevance to reaching the food stamp population.

Program Outputs

Outputs are the activities, services, events, products, and participation that occur as part of the program (i.e. how food stamp eligible adults and children are reached by nutrition education). The CNE Logic Model identifies outputs as **activities AND participation**. The model captures these outputs at 3 levels:

- **Individuals and Households:** interpersonal processes, primary groups, and individual characteristics that influence behavior
- **Community and Institutions:** social networks, norms, standards, and structures
- **Social Structures, Policies or Practices:** local, state and federal policies that influence program context

Individuals and Households

The CNE logic model distinguishes between direct and indirect activities.

- a direct activity is a face to face delivery of nutrition education such as an educational class, workshop, group discussion or a one-on-one intervention
- an indirect activity is the delivery of nutrition education through a more generalized strategies, such as public service announcements, billboards, newsletters, media campaigns, and social marketing.

Activities: Check the type(s) of methods used in your program.

Direct Methods		Indirect Methods	
<input type="checkbox"/>	Education class	<input type="checkbox"/>	Public service announcements
<input type="checkbox"/>	Workshop	<input type="checkbox"/>	Billboards
<input type="checkbox"/>	Group discussion	<input type="checkbox"/>	Newsletters
<input type="checkbox"/>	One-on-One intervention	<input type="checkbox"/>	Other (describe)
<input type="checkbox"/>	Other (describe)		

Participation: Provide a count of direct and indirect teaching contacts for the period October 1, 2001 to September 30, 2002. (If a person participates in a 4-session class, this would count as 4 contacts.)

Method	Teaching Contacts	If possible, provide further breakdown of direct contacts:					
		Gender Counts		Ethnicity Counts*		Adult/Youth Counts	
Direct Teaching Methods		Female: <input type="text"/>		White: <input type="text"/>		Youth 5-11 years: <input type="text"/>	
		Male: <input type="text"/>		Black: <input type="text"/>		Youth 12-18 years: <input type="text"/>	
				Hispanic: <input type="text"/>		Adults 19-64 years: <input type="text"/>	
				Asian: <input type="text"/>		Older Adults 65+ years: <input type="text"/>	
				Native American: <input type="text"/>		Families: <input type="text"/>	
				Other: <input type="text"/>			
				*These counts use the 2002 categories; the revised categories will be used in future years.			
Indirect Teaching Methods		Provide a statement explaining how you arrived at this count of teaching contacts:					

Other comments or clarification:

Community and Institutions

You should have addressed state level partnerships under the section, “Intra-Institutional Relationships” above. The focus of this section of your report is on local, non-state efforts.

Activities: Check the strategies you have used to develop partnerships to identify opportunities and eliminate barriers related to nutrition education.

	Community Assessment		Integration of Services
	Community Awareness Campaigns		Other – please list:

Comments or clarification:

Participation: Please indicate the number of local agencies/organizations, by type, that your program is partnering with to deliver nutrition education.

	Sector:				
	Public	Private Non-Profit	Schools	Private	Other
Number of Partnerships:					

Comments or Clarification:

Social Structures, Policies or Practices

Activities: Check the strategies you have used to create/revise social systems and public policies related to nutrition education.

	Impact Seminars		Expert review/comment on federal, state, and/or local public policies
	Public Forums		Other – please list:

Participation: Provide a description of your state’s efforts directed at this level.

Program Impact

We want to provide states with an opportunity to communicate the impact of their programs through the use of:

- Program Impact Statements: short, 5 – 9 sentence statements that communicate specific changes that have occurred as a result of community nutrition education.
- Programs of Excellence: descriptions of targeted program strategies that include an overview of the intervention and its impact.

Program Impact Statements:

Impact Statements include the following components:

- Objective: the state objective (listed under the Situation section of this worksheet) that relates to this Impact Statement
- Impact statement: description of the impact of the program being reported on
- Indicator from the CNE Logic Model
- Core element
- Level of intervention
- Time frame
- Data collection methods and tools

Program impact statements describe specific benefits or changes for individuals, families, groups, communities or systems. They often occur along a path from short term, to medium term, to long term achievements.

We'd like each state to provide us with 4 - 6 impact statements. Each statement should be a short, 5 to 9 sentence statement that communicates specific changes that have occurred as a result of community nutrition education.

- States can submit one statement for each of the core elements, or choose to emphasize a single core element.
- States can submit statements for each of the three levels of intervention, or choose to focus on a single level of intervention.

Keep in mind, our preference is for quality statements based on valid and reliable instrumentation, rather than a large number of statements.

Complete a table below for each of your program impact statements.

Copy this page as needed for additional Impact Statements

Program Objective (from the list your state's objectives in the Situation section of this worksheet)			
Impact Statement (5 to 9 sentences)			Indicator ID No.
			(Listed on the CNE Logic Model: for example: DQ5)
Core Element		Level of Intervention	Time Frame
<input type="checkbox"/>	Dietary Quality	<input type="checkbox"/>	Individual/Household
<input type="checkbox"/>	Food Security	<input type="checkbox"/>	Community/Institutions
<input type="checkbox"/>	Food Safety	<input type="checkbox"/>	Social Structures, Policies, Practices
<input type="checkbox"/>	Shopping Behavior/Food Resource Management	<input type="checkbox"/>	
Describe data collection method		Describe tool(s) used	

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<input type="checkbox"/>	Shopping Behavior/Food Resource Management	<input type="checkbox"/>	
Describe data collection method		Describe tool(s) used	

Program of Excellence

Project Title		
Core Element		Dietary Quality
Addressed:		Food Security
		Food Safety
		Shopping Behavior/Food Resource Management
Objective: (From your state's objectives listed in the Situation section of this worksheet)		
Timeline:	Start Date	
	End Date	
Location:	Name of County/Counties:	
	Zip Codes of Geographic Area:	
Project Description:	Issue of Concern:	
	Description of Strategy:	
	Description of Audience and their participation:	
	Materials:	
Project Impact:		

Program Improvement

Areas for program improvement:

Topics for future research: